



Forward Thinking, High Achieving.

Fine Arts: High School Theatre Arts Curriculum

ADOPTED JUNE 2012

TABLE OF CONTENTS

Theatre Arts Curriculum Review Committee.....	3
Philosophy	4
Mission, Vision	5
Strategies, Guiding Principles	7
Five Measurable District Goals, Professional Development, Assessment.....	8
Meeting Diverse Student Needs, Technology, Library Media	9
Indian Education For All.....	10
Teaching About Controversial Issues.....	12
Montana Standards and Benchmarks for the Arts, Grades K-4	13
Montana Standards and Benchmarks for the Arts, Grades 5-8.....	15
Montana Standards and Benchmarks for the Arts, Grades 9-12	17
Drama 1: Introduction To Theatre, Grades 9, 10, 11, 12.....	19
Drama 2: Intermediate Theatre, Grades 10, 11, 12	23
Drama 2: Filmmaking, Grades 10, 11, 12	27
Drama 3: Advanced Theatre, Grades 10, 11, 12	31
Technical Theatre Production, Grades 10, 11, 12	36
Movement for the Theatre, Grades 10, 11, 12	39
Appendix I MCPS Comprehension Strategies.....	43
Appendix II Glossary	44
Appendix III Adopted Materials	467

CURRICULUM REVIEW COMMITTEE

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PHILOSOPHY

Fine Arts curriculum and instruction are provided to students as a means for developing creativity and expressive awareness. Through arts education, students gain powerful tools for learning artistic modes of problem-solving, which bring an array of expressive, analytical, and developmental skills to every human situation. The Arts serve to heighten our rich culture while encouraging self-realization and developing self-discipline.

The Arts play an essential part in the educational program of every student. The Arts require serious study. They cannot be learned through random or casual experiences. The Arts require regular, systematic programs of sequential study leading to clearly specified outcomes. They require a curriculum. The Arts have content consisting of skills, knowledge, and understanding. The Fine Arts are offered as part of the total education of students in Missoula County Public Schools (MCPS). They address all three of the basic domains of learning: cognitive (intellectual learning), psycho-motor (physical coordination), and affective (expressing and feeling emotion).

Experiences in the Arts provide a conceptual understanding of the basic properties of music, theatre, and visual art. In addition to extensive creative and re-creative opportunities that develop a functional understanding of the arts, there should also be experiences in listening, viewing, and structural analysis. This would lead to an understanding of historical and cultural development, resulting in aesthetic appreciation.

Our purpose is to foster attitudes, understanding, skills, and enjoyment so each individual's artistic potential may be developed. In developing their potential, students will realize that lifelong participation in the Arts is a valuable part of a life fully lived.

MISSION

At Missoula County Public Schools (MCPS), our mission is to ensure that each student achieves his/her full and unique potential.

VISION

The MCPS Board of Trustees represents all citizens of the District in their stewardship of Missoula County Public Schools. To this end, the Strategic Plan includes the following vision that describes what the Board of Trustees strives to provide.

MCPS Learning Environment

MCPS is a non-judgmental, inclusive, personalized, adaptable, learning environment where individual talents are identified and explored and children are fully challenged in small learning communities with adults who care. Children are celebrated and “membership” in the school is facilitated for every child. Children have stimulating interdependent and independent learning experiences and learning is related to the outside world at all grade levels. A climate of respect exists, and rules and policies are in place, understood, and consistently applied within buildings and across the District. District high schools continue to be evaluated with movement toward a model that addresses identified issues; meets the District’s vision and goals; assures equity and challenge regarding class and program opportunities regardless of building attended; encourages active involvement of all students; facilitates the flexibility (scheduling) to accommodate the diverse needs of today’s high school students; and works collaboratively with families, teachers, and counselors to successfully transition students from “feeder” Districts.

MCPS Educators

Educators at MCPS are experts in their fields, critical thinkers, problem-solvers, and planners who are actively involved in accomplishing District goals and strategies. Educators’ enthusiasm, nurturing, and love for working with children are demonstrated by efforts to meet the needs and goals of individual children and their learning styles. MCPS educators creatively stimulate and challenge students with the result being children who discover they can do more than they ever imagined. All staff members successfully communicate and are competent in behavior management strategies. They value opportunities to work collaboratively to increase their individual depth and breadth of knowledge about learning as well as subject matter. MCPS educators mirror local diversity and work to understand the local community and its educational values and goals. Professional development is aligned with District vision and goals, curriculum, and assessment data. MCPS educators are publicly recognized for creative, successful strategies and their ability to teach.

MCPS Instruction

MCPS offers a variety of “whole child” instructional programs, practices, and literatures that are integrated rather than compartmentalized – curriculum content to content, building to building, and throughout the K-12 system. Decisions are made based on instructional goals, and best practices and processes in education are embraced. Teaching plans, aligned to learning targets, guide all classrooms. Technology is used appropriately. A number of assessment tools are used in addition to current required “testing”.

MCPS Facilities

All MCPS facilities are safe, clean and inviting; age-appropriate; in good repair; wired for technology and “wireless” for information access; handicapped accessible; family-friendly; and have space for all activities. Wherever possible, buildings are designed and operated to address societal goals such as energy conservation and recycling. At the same time, the District recognizes the importance of buildings that are historical community assets. MCPS exhibits stewardship and responsible planning regarding facilities through a facilities master plan. It works carefully with the community regarding use and disposition of school buildings and appraises the real and long term value of District assets before making decisions. The District recognizes that budget and size are not the only influencing factors regarding the opening and closing of buildings and reconfiguring attendance boundaries. Facilities are considered vehicles for public education and the District uses public services to support them.

MCPS Community

MCPS is committed to implementation of an active model for genuine community partnership and ongoing evaluation of the success of that model. Through that partnership, the District develops understanding of the needs and desires of the community regarding its public schools and charges the community with active involvement. MCPS provides access to information and facilitates two-way communication and ongoing conversations among students, educators, parents, the Board and the general public. The District’s Strategic Plan is a dynamic document and timelines and benchmarks for achieving its desired ends are shared, discussed, and monitored with the community. The District facilitates attachment and involvement and capitalizes on volunteer expertise in the community. Active involvement with stakeholders (i.e., families/parents, students, teachers, counselors, etc.) from “feeder” districts, internal and external to MCPS, results in a smooth transition for students and their families.

STRATEGIES

In support of achieving the vision and goals described in the 2007-2012 Strategic Plan, MCPS actively applies the following broad strategies:

- Use planned and sequential “building blocks” in development and delivery of curriculum from kindergarten through twelfth grade.
- Use assessment and instruction to challenge students to meet their individual potential.
- Analyze student achievement data frequently. Provide specific interventions when learning problems are identified.
- Encourage parent and adult involvement in support of academic and activity programs.
- Use school/community partnerships to better understand the needs and desires of the community regarding its public schools.

GUIDING PRINCIPLES

The MCPS Board of Trustees, elected by the community, has an obligation to safeguard the public’s trust in public education, and our decisions and actions should reflect that obligation. District dollars should be used effectively and efficiently to achieve positive results for students. The MCPS Board of Trustees bases its decisions and actions on the following set of guiding principles.

- We believe the District has a responsibility to provide students with a safe, motivating, innovative learning environment.
- We believe that all children, regardless of differences, deserve to be fully challenged and equipped to meet their individual potential.
- We believe that K-12 education should address the “whole child” and that holistic education leads to: A value for academic knowledge and competency; an appreciation for one’s broader community; a world view; and life-long love for learning.
- We believe that instructional competency and educational best practices in the classroom are critical factors in reaching individual student potential.
- We believe that physical and emotional health and wellness are important contributing factors to achieving the individual and collective goals of students and staff.
- We believe that a professional and supportive working environment is essential.
- We believe parent and adult involvement support, strengthen, and expand learning.
- We believe that a public school district has a responsibility to build community; develop partnership and cohesiveness in the community; and challenge the community to be everything it can be.

(Finalized by the MCPS Board of Trustees, August, 2007.)

FIVE MEASURABLE DISTRICT GOALS

- Achievement and graduation for all students, regardless of their circumstances and abilities.
- Refine and implement a quality supervision and evaluation program for all staff.
- Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff.
- Restructure the organization to become more efficient, effective and accountable to support the goals of the District.
- Cultivate and enhance staff, student, parent, business and community involvement.

PROFESSIONAL DEVELOPMENT

In 2008, the Missoula County Public Schools Board of Trustees approved the district goals above in order to address the needs of 21st Century learners. One of the goals focuses on professional development “to provide staff with best practices and the expertise to make a difference for all students regardless of their circumstances.”

(Superintendent, Dr. Alex Apostle’s, message August, 2008.)

Ongoing, job-embedded professional development builds a foundation of teacher excellence, a critical component to improving student achievement. Teachers must have not only an extensive knowledge of Fine Arts content, but must also possess a deep understanding of how students learn. Appropriate content and pedagogical preparation enables teachers to design lessons and implement curriculum using research proven practices and strategies in an environment where all students have an opportunity to succeed.

ASSESSMENT

Assessment means finding out what students know and are able to do. It is intended to improve teaching and learning. Information gathered through formative assessment assists teachers during instructional planning to determine students’ prior knowledge, provide feedback to students during instruction, make decisions on how to modify instruction, and identify strengths and weaknesses. In addition to written tests, students will be assessed on their performance in a variety of assignments, including visual product assessment, in-progress assessment, oral exams, level of participation, and other specific performance tasks. Teachers will also observe students over time in order to evaluate understanding of various concepts. Principles of effective assessment are as follows:

1. Treat assessment as an integral part of curriculum and instruction.
2. Direct assessments toward essential learning.
3. Set high standards for teaching and learning.
4. Clarify learning targets early.
5. Assess student performance through authentic tasks.
6. Collect multiple indicators of learning.
7. Provide ample opportunities for students to learn.

(Adapted from Walter Parker, Science in Elementary Education, Upper Saddle River, NJ: Pearson, 2005.)

MEETING DIVERSE STUDENT NEEDS

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

TECHNOLOGY

The integration of curriculum and technology is essential to prepare today's students for participation in a viable democratic society. Therefore, the MCPS Fine Arts Curriculum Committee views technology as integral to the Fine Arts curriculum.

LIBRARY MEDIA

Teacher librarians play an essential role in curriculum implementation. They are important instructional partners and consultants in supporting and expanding existing curricula. As information specialists, teacher librarians work collaboratively with students, teachers, administrators, and parents to:

- Provide knowledge of availability and suitability of information resources to support the implementation of Montana and MCPS Standards. This is particularly relevant with the Indian Education for All Law.
- Partner in educating students, developing curricula, and integrating resources into teaching and learning.
- Serve as experts in organizing, synthesizing, and communicating information. Acquisition, organization, and dissemination of resources to support the curricular areas through the library media center are cost-effective methods for the entire school district.
- Teach and integrate literature and information skills into the curriculum. They plan and teach collaboratively based on the needs of the student.

(Adapted from ALA statements, and School Libraries Work!, Scholastic Library Publishing, c2008.)

INDIAN EDUCATION FOR ALL

Missoula County Public Schools is committed to developing for all students an understanding of American and Montana Indian people and their histories, fostering respect for their cultures. In view of the unique role of the American Indian peoples in the development of the United States and the experience of Montana tribes in particular, their history and culture will be integrated wherever appropriate in the instruction of MCPS students, in accordance with the state constitution, statutes, and curriculum standards.

ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.
3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has their own oral history beginning with their genesis that is as valid as written histories. These histories pre-date the “discovery” of North America.
4. Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
 - a. That both parties to treaties were sovereign powers.
 - b. Those Indian tribes had some form of transferable title to the land.
 - c. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.
6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

Missoula County Public Schools

INSTRUCTION

2450

Recognition of American Indian Peoples' Culture and Heritage in the Curriculum Process

The Board fully supports Article X of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures.

Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public School students, in accordance with the state Constitution and state standards. Instructions concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. When the social studies curriculum and other curricula are updated according to the District's curriculum cycle, the written curriculum shall reflect this policy. Staff development will be provided pertinent to curriculum implementation.

NOTE: The District has nondiscriminatory policies in effect, which may be referenced.

Legal Reference: Art. X, Sec. 1(2), Montana Constitution §§ 20-1-501, et seq.,
MCA Recognition of American Indian cultural heritage - legislative intent

10.55.603 ARM	Curriculum Development and Assessment
10.55.701 ARM	Board of Trustees
10.55.803 ARM	Learner Access

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Adopted on: October 10, 2000

Adopted on: January 14, 2003 (Policy recodified in Series 2000 adoption)

TEACHING ABOUT CONTROVERSIAL ISSUES

Missoula County Public Schools

INSTRUCTION

2330

Academic Freedom

The Board recognizes and supports Academic Freedom as necessary for an environment conducive to the free exchange of ideas and learning.

Academic Freedom is the view that if teachers are to promote the growth of knowledge, they require the freedom to teach and conduct inquiry without fear of sanction or reprisals should they present an unpopular or controversial idea.

Teachers shall help students learn to objectively and respectfully examine differences of opinion, analyze and evaluate facts and their sources, and form their own reasoned judgments about the relative value of competing perspectives.

The Board directs the teaching staff to:

- Refrain from using one's classroom position to promote one's own ideology or any partisan point of view.
- Ensure that issues presented pertain to course objectives.
- Provide students opportunities to develop critical thinking: that is the ability to detect propaganda and to distinguish between fact, opinion and misinformation.
- Respect each student's right to form, choose, hold and/or change an opinion or belief.
- Create an environment in which students are free to form judgments independently.

Any person may file complaints pursuant to this policy through Board Policy 4310P, the uniform grievance procedure.

This policy may not be used to challenge educational materials themselves. Please see:
BP 2313 Dealing with Challenged Educational Resources
BP 2313P Procedure for Dealing with Challenged Educational Resources

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
§ 20-3-324(16) and (17), MCA Powers and duties

Policy History:

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STANDARDS, BENCHMARKS, AND LEARNING TARGETS

Although the Missoula County Public Schools' Theatre Arts curriculum was developed to assure that students meet the Montana Standards for the Arts (below) at the appropriate grade levels, MCPS Theatre Arts learning targets were written based on the National Standards for the Arts, which specifically address K-12 Theatre Arts education.

Montana Standards and Benchmarks for Arts: Grades K-4

MONTANA ART STANDARD 1: Students create, perform/exhibit, and respond in the Arts.
Benchmarks:

- 1) Students identify their own ideas and images based on themes, symbols, events, and personal experiences.
- 2) Students use a variety of materials and sources to experiment with an art form.
- 3) Students present their own work and works of others.
- 4) Students collaborate with others in the creative process.
- 5) Students describe how a variety of materials, techniques, and processes cause different responses.

MONTANA ART STANDARD 2: Students apply and describe the concepts, structures, and processes in the Arts.

Benchmarks:

- 1) Students apply the elements of plot, character, and setting.
- 2) Students identify and apply the techniques to develop scenarios, direct, and act.
- 3) Students perform in ensemble (e.g., live, film, video productions).
- 4) Students perform in classroom or school programs/productions.
- 5) Students identify and perform examples of theatre (e.g., comedy, melodrama).
- 6) Students demonstrate storytelling and creative dramatics.

MONTANA ART STANDARD 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Benchmarks:

- 1) Students use art materials, techniques, technologies, and processes to create general responses.
- 2) Students communicate meaning through the art forms from selected subject matter.
- 3) Students explore potential solutions to a given problem through the Arts.
- 4) Students use mind, voice, and body to create characters and tell stories.
- 5) Students recognize and use stage direction.

MONTANA ART STANDARD 4: Students analyze characteristics and merits of their work and the work of others.

Benchmarks:

- 1) Students use vocabulary of the discipline to describe a variety of works of art.
- 2) Students describe personal works to others.
- 3) Students devise criteria for evaluation.
- 4) Students recognize a variety of different responses to specific works of art.

MONTANA ART STANDARD 5: Students understand the role of the Arts in society, diverse cultures, and historical periods.

Benchmarks:

- 1) Students recognize ways in which the Arts have both an historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression.
- 2) Students identify and describe specific works of art belonging to particular cultures, times, and places.
- 3) Students recognize various reasons for creating works of art.
- 4) Students recognize common emotions, experiences, and expressions in art.
- 5) Students demonstrate appropriate audience behavior for the context and style of art presented.
- 6) Students explore their own culture as reflected through the Arts.

MONTANA ART STANDARD 6: Students make connections among the Arts, other subject areas, life, and work.

Benchmarks:

- 1) Students identify similarities and differences in the meanings of common terms/elements used in the various Arts.
- 2) Students identify interrelated elements among the Arts and other subject areas.
- 3) Students identify the role of the Arts in the world of work.
- 4) Students identify how art reflects life.

Montana Standards and Benchmarks for the Arts: Grades 5-8

MONTANA ART STANDARD 1: Students create, perform/exhibit, and respond in the Arts.
Benchmarks:

- 1) Students create a work from their own ideas and images based on themes, symbols, events, and personal experiences.
- 2) Students select a variety of materials and sources to demonstrate a specific art form.
- 3) Students prepare and/or revise works for presentation.
- 4) Students collaborate with others to make artistic choices.
- 5) Students describe and analyze artistic choices in their own work and works of others.

MONTANA ART STANDARD 2: Students apply and describe the concepts, structures, and processes in the Arts.

Benchmarks:

- 1) Students apply the elements of plot, character, setting, and mood.
- 2) Students apply techniques to write, direct, act, and design.
- 3) Students perform solo and in ensemble (e.g., mime, live, film, video productions).
- 4) Students perform in classroom or school programs/productions.
- 5) Students perform examples of theatre (e.g., comedy, melodrama, plays from historical periods).
- 6) Students rehearse, perform, and critique storytelling and improvisation.

MONTANA ART STANDARD 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Benchmarks:

- 1) Students use art materials, techniques, technologies, and processes to create specific responses.
- 2) Students communicate intended meaning based on their own ideas and concepts from other sources.
- 3) Students use improvisation/experimentation to determine solutions.
- 4) Students use scenery, properties, sound, costume, and make-up to communicate locale and mood.
- 5) Students understand and apply stage direction and ground plans.

MONTANA ART STANDARD 4: Students analyze characteristics and merits of their work and the work of others.

Benchmarks:

- 1) Students evaluate the quality and effectiveness of their own and other art works by applying specific criteria appropriate to the style and offer constructive suggestions for improvement.
- 2) Students describe the influence of personal experience on the interpretation of works of art.
- 3) Students develop and apply criteria for evaluating quality and effectiveness of the work of art.
- 4) Students describe and compare a variety of individual responses to works of art.

MONTANA ART STANDARD 5: Students understand the role of the Arts in society, diverse cultures, and historical periods.

Benchmarks:

- 1) Students demonstrate how history/culture and the Arts influence each other.
- 2) Students identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created.
- 3) Students compare various reasons for creating works of art.
- 4) Students describe how people's emotions and experiences influence the development of specific art works.
- 5) Students demonstrate appropriate audience behavior for the context and style of art presented.
- 6) Students determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.

MONTANA ART STANDARD 6: Students make connections among the Arts, other subject areas, life, and work.

Benchmarks:

- 1) Students compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas.
- 2) Students utilize interrelated elements among the Arts and other subject areas.
- 3) Students explore vocational and avocational opportunities in the Arts.
- 4) Students identify how works of art reflect the environment in which they are created.

Montana Standards and Benchmarks for the Arts: Grades 9-12

MONTANA ART STANDARD 1: Students create, perform/exhibit, and respond in the Arts.
Benchmarks:

- 1) Students conceive and create works of art.
- 2) Students demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.
- 3) Students select or adapt the elements of a presentational style.
- 4) Students apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.
- 5) Students articulate meaning by describing and analyzing artistic choices in their own work and works of others.

MONTANA ART STANDARD 2: Students apply and describe the concepts, structures, and processes in the Arts.

Benchmarks:

- 1) Students apply the elements of character and plot as exposition, action, climax, and resolution.
- 2) Students apply techniques to write, direct, act, design, and produce.
- 3) Students perform solo and in ensemble (e.g., mime, live, film, video productions).
- 4) Students perform in classroom or school programs/productions.
- 5) Students perform examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods).
- 6) Students rehearse, perform, and critique improvisation and performances.

MONTANA ART STANDARD 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Benchmarks:

- 1) Students use art materials, techniques, technologies, and processes to create specific products and responses to ideas.
- 2) Students explore and practice skills to enhance communication with consistency.
- 3) Students understand and apply appropriate symbol language to maximize expression in a specific media.
- 4) Students use scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood.
- 5) Students understand and apply stage direction and ground plans.

MONTANA ART STANDARD 4: Students analyze characteristics and merits of their work and the work of others.

Benchmarks:

- 1) Students evaluate an art work by comparing and contrasting it to similar or exemplary works of art.
- 2) Students compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.
- 3) Students refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.

- 4) Students analyze various interpretations as a means for understanding/evaluating works of art.

MONTANA ART STANDARD 5: Students understand the role of the Arts in society, diverse cultures, and historical periods.

Benchmarks:

- 1) Students identify and describe the role of the artist in cultures and societies.
- 2) Students identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created.
- 3) Students identify intentions of those creating art works, explore the implications of various purposes and justify analysis.
- 4) Students analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.
- 5) Students demonstrate appropriate audience behavior for the context and style of art presented.
- 6) Students investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.

MONTANA ART STANDARD 6: Students make connections among the Arts, other subject areas, life, and work.

Benchmarks:

- 1) Students explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.
- 2) Students identify connect and analyze interrelated elements of the Arts and other subject areas.
- 3) Students experience the elements of art careers in a professional setting.
- 4) Students analyze how works of art reflect the environment in which they are created.

DRAMA 1: INTRODUCTION TO THEATRE

Grades 9, 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: None

Course Overview:

In Drama I: Introduction to Theatre, students become acquainted with various areas of theatre: acting, basic technology, theatre etiquette, movement, vocalization, and basic theatre history. Students gain a general knowledge of basic theatre arts and an appreciation of theatre arts as an enjoyable activity. In-class performance and active class participation will be implemented. Students are assessed through in-class performances in terms of both end product and in-process preparation.

Units of Study:

- Theatre terminology
- Theatre history
- Ensemble
- Performance
- Theatrical literacy
- Theatre etiquette and responsibility
- Aesthetics

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or performance ("P").

NATIONAL STANDARD 1: Students script write through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history.

Benchmark 1: Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.

Learning Targets (Type K, R, S, P):

- 1) I can write a monologue, scene or play using script format.
- 2) I can improvise a basic scene.

NATIONAL STANDARD 2: Students act by developing, communicating, and sustaining characters in improvisations and informal or formal productions.

Benchmark 1: Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.

Learning Targets (Type K, R, S, P):

- 1) I can improvise various characters.
- 2) I can create various characters when performing scripted scenes.

Benchmark 2: Students compare and demonstrate various classical and contemporary acting techniques and methods.

Learning Targets (Type K, R, S, P):

- 1) I can perform various styles of theatre.
- 2) I can identify different styles of theatre.

Benchmark 3: Students in an ensemble, create and sustain characters that communicate with audiences.

Learning Targets (Type K, R, S, P):

- 1) I can work within an ensemble.
- 2) I can demonstrate an understanding of the physicality of character and blocking.
- 3) I can demonstrate an understanding of appropriate stage vocalization and projection.

NATIONAL STANDARD 3: Students design and produce by conceptualizing and realizing artistic interpretations for informal and formal productions.

Benchmark 1: Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup).

Learning Targets (Type K, R, S):

- 1) I can demonstrate a basic understanding of the elements of technical theatre.

Benchmark 2: Students analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

Learning Targets (Type K, R, S):

- 1) I can recognize the technical needs for various styles of productions.

Benchmark 3: Students develop designs that use visual and aural elements to convey environments that clearly support the text.

Learning Targets (Type K, R, S):

- 1) I can develop a simple design for various texts used in class.

Benchmark 4: Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup.

Learning Targets (Type K, R, S):

- 1) I can execute my basic design in a safe and functional manner.

Benchmark 5: Students design coherent stage management, promotional, and business plans.

Learning Targets (Type): NOT ADDRESSED AT THIS LEVEL.

NATIONAL STANDARD 4: Students direct by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.

Benchmark 1: Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting.

Learning Targets (Type K, R, S, P):

- 1) I can demonstrate the ability to organize rehearsals for improvised and scripted scenes.
- 2) I can collaborate through the rehearsal and performance process.

Benchmark 2: Students justify selections of text, interpretation, and visual and aural artistic choices.

Learning Targets (Type K, R, S, P):

1) I can justify my choices made in the rehearsal process.

Benchmark 3: Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.

Learning Targets (Type K, R, S, P):

1) I can make my ideas understood by others.

NATIONAL STANDARD 5: Students research by evaluating and synthesizing cultural and historical information (including Montana American Indian cultural and historical information) to support artistic choices.

Benchmark 1: Students identify and research cultural, historical, and symbolic clues (including Montana American Indian cultural, historical, and symbolic clues) in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.

Learning Targets (Type K, R, S, P):

1) I can apply research skills to make artistic choices.

NATIONAL STANDARD 6: Students compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

Benchmark 1: Students describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts.

Learning Targets (Type K, R, S):

1) I can critique various forms of dramatic presentation.

Benchmark 2: Students determine how the non-dramatic art forms are modified to enhance the expression of ideas and emotions in theatre.

Learning Targets (Type K, R, S):

1) I can understand the use of other art forms in dramatic presentations.

Benchmark 3: Students illustrate the integration of several arts media in informal presentations.

Learning Targets (Type): NOT ADDRESSED AT THIS LEVEL.

NATIONAL STANDARD 7: Students analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.

Benchmark 1: Students construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods (including Montana American Indian cultures and historical periods), and relate these to current personal, national, and international issues.

Learning Targets (Type K, R, S):

1) I can develop criteria to justify personal points of view, becoming receptive to alternative aesthetic and artistic choices.

Benchmark 2: Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.

Learning Targets (Type K, R, S):

- 1) I can develop criteria to justify personal points of view, becoming receptive to alternative aesthetic and artistic choices.

Benchmark 3: Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternatives artistic choices.

Learning Targets (Type K, R, S):

- 1) I can develop criteria to justify personal points of view, becoming receptive to alternative aesthetic and artistic choices.

Benchmark 4: Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

Learning Targets (Type K, R, S):

- 1) I can constructively self-critique my own and classmates' work in class.

NATIONAL STANDARD 8: Students understand context by analyzing the role of theatre, film, television, and electronic media in the past and the present.

Benchmark 1: Students compare how similar themes are treated in drama from various cultural and historical periods (including Montana American Indian cultural and historical periods), illustrate with informal performances, and discuss how theatre can reveal universal concepts.

Learning Targets (Type K, R, S):

- 1) I can demonstrate an understanding that theatre represents universal concepts.

Benchmark 2: Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods (including Montana American Indian cultures and historical periods) of American theatre and musical theatre.

Learning Targets (Type K, R, S):

- 1) I can demonstrate an understanding of the dramatic traditions endemic to particular cultures.

Benchmark 3: Students identify cultural and historical sources (including Montana American Indian cultural and historical sources) of theatre and musical theatre.

Learning Targets (Type K, R, S):

- 1) I can recognize cultural and historical sources of American and musical theatre.

Benchmark 4: Students analyze the effect of their own cultural experiences on their dramatic work.

Learning Targets (Type K, R, S, P):

- 1) I can express my own cultural perspective on my dramatic work.

DRAMA 2: INTERMEDIATE THEATRE

Grades 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Drama 1 and Consent of Instructor

Course Overview:

Students in Drama 2: Intermediate Theatre become acquainted with several selected areas of theatre including, presentation and technical work. Students gain advanced knowledge and appreciation of the theatre. Public and in-class performance are a central feature of this class. Students are assessed on preproduction tasks and through in-class and public performances.

Units of Study:

- Theatre terminology
- Theatre history
- Ensemble
- Performance
- Theatrical literacy
- Theatre etiquette and responsibility
- Aesthetics

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students script write through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history.

Benchmark 1: Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.

Learning Targets (Type K, R, S, P):

- 1) I can write a monologue, scene or play with the intent to bring to full production.
- 2) I can demonstrate through public performance.

NATIONAL STANDARD 2: Students act by developing, communicating, and sustaining characters in improvisations and informal or formal productions.

Benchmark 1: Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.

Learning Targets (Type K, R, S, P):

- 1) I can improvise various characters.
- 2) I can create various characters when performing scripted scenes.
- 3) I can demonstrate an understanding of production responsibility.

Benchmark 2: Students compare and demonstrate various classical and contemporary acting techniques and methods.

Learning Targets (Type K, R, S, P):

- 1) I can perform various styles of theatre.
- 2) I can identify different styles of theatre.

Benchmark 3: Students in an ensemble create and sustain characters that communicate with audiences.

Learning Targets (Type K, R, S, P):

- 1) I can work within an ensemble.
- 2) I can demonstrate an understanding of the physicality of character and blocking.
- 3) I can demonstrate an understanding of appropriate stage vocalization and projection.

NATIONAL STANDARD 3: Students design and produce by conceptualizing and realizing artistic interpretations for informal and formal productions.

Benchmark 1: Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup).

Learning Targets (Type K, R, S):

- 1) I can demonstrate an advanced knowledge of the elements of technical theatre.

Benchmark 2: Students analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

Learning Targets (Type K, R, S):

- 1) I can recognize the technical needs for various styles of productions.
- 2) I can demonstrate knowledge to create a total production environment.

Benchmark 3: Students develop designs that use visual and aural elements to convey environments that clearly support the text.

Learning Targets (Type K, R, S):

- 1) I can develop a more complex design for various performances.

Benchmark 4: Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup.

Learning Targets (Type K, R, S):

- 1) I can execute my design in a safe and functional manner.

Benchmark 5: Students design coherent stage management, promotional, and business plans.

Learning Targets (Type K, R, S):

- 1) I can execute effective stage management skills.
- 2) I can design and implement promotional and business plans.

NATIONAL STANDARD 4: Students direct by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.

Benchmark 1: Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting.

Learning Targets (Type K, R, S, P):

- 1) I can demonstrate through performance the ability to plan, produce, and/or direct a scene or larger production.

Benchmark 2: Students justify selections of text, interpretation, and visual and aural artistic choices.

Learning Targets (Type K, R, S, P):

1) I can justify my choices made in the rehearsal process and in performance.

Benchmark 3: Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.

Learning Targets (Type K, R, S, P):

1) I can make my ideas understood by others.

2) I can effectively communicate my intentions to the audience.

NATIONAL STANDARD 5: Students research by evaluating and synthesizing cultural and historical information (including Montana American Indian cultural and historical information) to support artistic choices.

Benchmark 1: Students identify and research cultural, historical, and symbolic clues (including Montana American Indian cultural, historical, and symbolic clues) in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.

Learning Targets (Type K, R, S, P):

1) I can identify cultural symbols in dramatic material.

2) I can research cultural and historic references to aid in making artistic choices.

NATIONAL STANDARD 6: Students compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

Benchmark 1: Students describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts.

Learning Targets (Type K, R, S):

1) I can integrate various art forms in dramatic presentations.

2) I can recognize the impact of various art forms on the audience.

Benchmark 2: Students determine how the non-dramatic art forms are modified to enhance the expression of ideas and emotions in theatre.

Learning Targets (Type K, R, S):

1) I can understand the use of other art forms in dramatic presentations.

2) I can recognize the importance of visual literacy.

Benchmark 3: Students illustrate the integration of several arts media in informal presentations.

Learning Targets (Type K, R, S):

1) I can integrate several arts media in presentations.

NATIONAL STANDARD 7: Students analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.

Benchmark 1: Students construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods (including Montana American Indian cultures and historical periods), and relate these to current personal, national, and international issues.

Learning Targets (Type K, R, S):

1) I can develop an advanced set of criteria to justify personal points of view, becoming receptive to more sophisticated alternative aesthetic and artistic choices.

Benchmark 2: Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.

Learning Targets (Type K, R, S):

- 1) I can develop an advanced set of criteria to justify personal points of view, becoming receptive to more sophisticated alternative aesthetic and artistic choices.

Benchmark 3: Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternatives artistic choices.

Learning Targets (Type K, R, S):

- 1) I can develop an advanced set of criteria to justify personal points of view, becoming receptive to more sophisticated alternative aesthetic and artistic choices.
- 2) I can articulate on the similarities and differences of various theatrical productions.

Benchmark 4: Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

Learning Targets (Type K, R, S):

- 1) I can constructively self-critique my own and classmates' work in class.
- 2) I can understand the impact of the audience upon theatrical productions.

NATIONAL STANDARD 8: Students understand context by analyzing the role of theatre, film, television, and electronic media in the past and the present.

Benchmark 1: Students compare how similar themes are treated in drama from various cultural and historical periods (including Montana American Indian cultural and historical periods), illustrate with informal performances, and discuss how theatre can reveal universal concepts.

Learning Targets (Type K, R, S):

- 1) I can demonstrate an understanding that theatre represents universal concepts.

Benchmark 2: Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods (including Montana American Indian cultures and historical periods) of American theatre and musical theatre.

Learning Targets (Type K, R, S):

- 1) I can demonstrate an understanding of the dramatic traditions endemic to particular cultures.

Benchmark 3: Students identify cultural and historical sources (including Montana American Indian cultural and historical sources) of theatre and musical theatre.

Learning Targets (Type K, R, S):

- 1) I can recognize cultural and historical sources of theatre.
- 2) I can identify theatre as a force for political or social change.

Benchmark 4: Students analyze the effect of their own cultural experiences on their dramatic work.

Learning Targets (Type K, R, S, P):

- 1) I can express my own cultural perspective on my dramatic work.

DRAMA 2: FILMMAKING

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Drama 1 and/or Consent of Instructor

Course Overview:

Students in Drama 2: Intermediate Theatre become acquainted with several selected areas of film emphasizing:

- acting for film
- storyboarding and writing for film
- directing and editing
- television studio work
- cinematography
- video editing
- production which includes the teamwork of film production
- analysis and appreciation of film.

Study of film is a central feature of this class. Public and in-class screenings are an aspect of this class. Students are expected to invest time out of class for production projects and participate in various film festivals. Students are assessed on pre- and post-production tasks and through in-class and public viewing of video and studio work.

Units of Study:

- Film terminology
- Cinematic history
- Ensemble
- Performance
- Cinematic literacy
- Etiquette and responsibility
- Aesthetics

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students will demonstrate, understand and apply the basic techniques of video production and editing.

Benchmark 1: Students construct imaginative scripts and collaborate with actors and technicians to create and edit various media arts.

Learning Targets (Type K, R, S, P):

- 1) I can select and use techniques and processes, analyze what makes them effective or not effective in communicating ideas and reflect upon the effectiveness of their choices.

- 2) I can demonstrate the ability to use the camera equipment and editing equipment in a safe and responsible manner.
- 3) I can understand the importance of self-discipline, concentration, and focus in the cinematic process.

NATIONAL STANDARD 2: Students demonstrate an understanding of the use of storyboarding and script writing for media arts projects.

Benchmark 1: Students create, compare, and present various storyboards and scripts to develop techniques and methods.

Learning Targets (Type K, R, S, P):

- 1) I can show my ideas through the use of a storyboard.
- 2) I can use principles, processes, and structures of storyboards to script write for media arts projects.
- 3) I can create small group and individual student-written material for media arts projects.

NATIONAL STANDARD 3: Students design environments for media arts, including location and studio presentation.

Benchmark 1: Students use studio equipment in a safe and reliable manner.

Learning Targets (Type K, R, S, P):

- 1) I can collaborate with others to use studio equipment in a safe and reliable manner.
- 2) I can use communication skills as a participant in media arts.

Benchmark 2: Students demonstrate the ability to select and produce works that are appropriate to the high school setting.

Learning Targets (Type K, R, S, P):

- 1) I can employ organizational structure and analyze what makes media appropriate or not appropriate in the communication of ideas.
- 2) I can use collaborative skills to create small group and individual media arts presentations with coherence, appropriateness, and aesthetic unity.

Benchmark 3: Students develop teamwork and self-direction through organizing media arts projects and studio presentations.

Learning Targets (Type K, R, S, P):

- 1) I can understand and enact the roles of the production team.
- 2) I can communicate understanding of cinematic theatre language.
- 3) I can collaborate with others to produce and evaluate media arts.

NATIONAL STANDARD 4: Students interpret and study cinematic history as a basis for their own media projects.

Benchmark 1: Students analyze common characteristics of film across time and among cultural ethnic groups.

Learning Targets (Type K, R, S, P):

- 1) I can reflect upon the aesthetic qualities of past and present media arts/cinema.
- 2) I can reflect upon personal and universal meanings in cinematic theatre.

Benchmark 2: Students analyze how film relates to historical and cultural contexts.

Learning Targets (Type K, R, S, P):

- 1) I can review selected works and place them in a historical, social, and cultural context.

NATIONAL STANDARD 5: Students understand media arts in relation to history and cultures (including Montana American Indian cultural and historical information).

Benchmark 1: Students identify and research cultural, historical, and symbolic clues (including Montana American Indian cultural, historical, and symbolic clues) in cinema, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.

Learning Targets (Type K, R, S, P):

- 1) I can apply research skills to assist in making artistic choices.
- 2) I can correlate responses to works communicating meanings, ideas, attitudes, views, and intentions.

NATIONAL STANDARD 6: Students compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

Benchmark 1: Students describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts.

Learning Targets (Type K, R, S, P):

- 1) I can gain an understanding of media arts through the study of a variety of film genres, directors, acting styles, and other filmmaking techniques.
- 2) I can articulate, reflect and assess the characteristics and merits of the work of others.

Benchmark 2: Students illustrate the integration of several arts media in informal presentations.

Learning Targets (Type K, R, S, P):

- 1) I can examine relationships between film, television and other disciplines.
- 2) I can evaluate media arts using selected criteria.

NATIONAL STANDARD 7: Students analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.

Benchmark 1: Students construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods (including Montana American Indian cultures and historical periods), and relate these to current personal, national, and international issues.

Learning Targets (Type K, R, S, P):

- 1) I can identify and analyze the intentions of those creating film and explore the implications of various purposes.

Benchmark 2: Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.

Learning Targets (Type K, R, S, P):

- 1) I can identify and analyze the intentions of those creating film and explore the implications of various purposes.

Benchmark 3: Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternatives artistic choices.

Learning Targets (Type K, R, S, P):

- 1) I can identify and analyze the intentions of those creating film and explore the implications of various purposes.

Benchmark 4: Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

Learning Targets (Type K, R, S, P):

- 1) I can identify and analyze the intentions of those creating film and explore the implications of various purposes.

DRAMA 3: ADVANCED THEATRE

Grades 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Drama 2 and Consent of Instructor

Course Overview:

Students in Drama 3: Advanced Theatre become acquainted with several selected areas of theatre including, presentation and technical work. Students gain advanced knowledge and appreciation of the theatre. Public and in-class performance are a central feature of this class. Students are expected to invest time out of class for performances and class projects. Students are assessed through in-class and public performances, both in terms of process and production.

Units of Study:

- Theatre terminology
- Theatre history
- Ensemble
- Performance
- Theatrical literacy
- Theatre etiquette and responsibility
- Aesthetics

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students script write through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history.

Benchmark 1: Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.

Learning Targets (Type K, R, S, P):

- 1) I can write a monologue, scene or play with the intent to bring to full production.
- 2) I can demonstrate through public performance.

NATIONAL STANDARD 2: Students act by developing, communicating, and sustaining characters in improvisations and informal or formal productions.

Benchmark 1: Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.

Learning Targets (Type K, R, S, P):

- 1) I can improvise various characters.
- 2) I can create well-developed characters when performing scripted scenes.
- 3) I can demonstrate an advanced understanding of production responsibility.

Benchmark 2: Students compare and demonstrate various classical and contemporary acting techniques and methods.

Learning Targets (Type K, R, S, P):

- 1) I can perform various styles of theatre.
- 2) I can identify different styles of theatre.

Benchmark 3: Students in an ensemble create and sustain characters that communicate with audiences.

Learning Targets (Type K, R, S, P):

- 1) I can work within an ensemble.
- 2) I can demonstrate an advanced understanding of the physicality of character and blocking.
- 3) I can demonstrate an advanced understanding of appropriate stage vocalization and projection.

NATIONAL STANDARD 3: Students design and produce by conceptualizing and realizing artistic interpretations for informal and formal productions.

Benchmark 1: Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup).

Learning Targets (Type K, R, S):

- 1) I can demonstrate an advanced knowledge of the elements of technical theatre.

Benchmark 2: Students analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

Learning Targets (Type K, R, S):

- 1) I can recognize the technical needs for various styles of productions.
- 2) I can demonstrate knowledge to create a total production environment.
- 3) I can appreciate the historical perspectives of theatre and design.

Benchmark 3: Students develop designs that use visual and aural elements to convey environments that clearly support the text.

Learning Targets (Type K, R, S):

- 1) I can develop a more complex design for various performances.

Benchmark 4: Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup.

Learning Targets (Type K, R, S):

- 1) I can execute my design in a safe and functional manner.

Benchmark 5: Students design coherent stage management, promotional, and business plans.

Learning Targets (Type K, R, S):

- 1) I can execute advanced stage management skills.
- 2) I can design and implement professional promotional and business plans.

NATIONAL STANDARD 4: Students direct by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.

Benchmark 1: Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting.

Learning Targets (Type K, R, S, P):

- 1) I can demonstrate through performance an advanced competency to plan, produce, and/or direct a scene or larger production.

Benchmark 2: Students justify selections of text, interpretation, and visual and aural artistic choices.

Learning Targets (Type K, R, S, P):

- 1) I can justify my choices made in the rehearsal process and in performance.

Benchmark 3: Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.

Learning Targets (Type K, R, S, P):

- 1) I can effectively communicate my ideas, based on directorial theory.
- 2) I can effectively direct peers in a production setting.
- 3) I can effectively communicate my intentions to the audience.

NATIONAL STANDARD 5: Students research by evaluating and synthesizing cultural and historical information (including Montana American Indian cultural and historical information) to support artistic choices.

Benchmark 1: Students identify and research cultural, historical, and symbolic clues (including Montana American Indian cultural, historical, and symbolic clues) in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.

Learning Targets (Type K, R, S, P):

- 1) I can identify cultural symbols in dramatic material.
- 2) I can research cultural and historic references to aid in making artistic choices.
- 3) I can incorporate my research and analysis into developing public performance.

NATIONAL STANDARD 6: Students compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

Benchmark 1: Students describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts.

Learning Targets (Type K, R, S):

- 1) I can integrate various art forms in dramatic presentations.
- 2) I can recognize the impact of various art forms on the audience.

Benchmark 2: Students determine how the non-dramatic art forms are modified to enhance the expression of ideas and emotions in theatre.

Learning Targets (Type K, R, S):

- 1) I can understand the use of other art forms in dramatic presentations.
- 2) I can recognize the importance of visual literacy.

Benchmark 3: Students illustrate the integration of several arts media in informal presentations.

Learning Targets (Type K, R, S):

- 1) I can integrate several arts media in presentations.
- 2) I can make use of visual literacy in productions.

NATIONAL STANDARD 7: Students analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.

Benchmark 1: Students construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods (including Montana American Indian cultures and historical periods), and relate these to current personal, national, and international issues.

Learning Targets (Type K, R, S):

- 1) I can develop an advanced set of criteria to justify personal points of view, becoming receptive to more sophisticated alternative aesthetic and artistic choices.

Benchmark 2: Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.

Learning Targets (Type K, R, S):

- 1) I can develop an advanced set of criteria to justify personal points of view, becoming receptive to more sophisticated alternative aesthetic and artistic choices.

Benchmark 3: Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternatives artistic choices.

Learning Targets (Type K, R, S):

- 1) I can develop an advanced set of criteria to justify personal points of view, becoming receptive to more sophisticated alternative aesthetic and artistic choices.
- 2) I can articulate on the similarities and differences of various theatrical productions.

Benchmark 4: Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

Learning Targets (Type K, R, S):

- 1) I can constructively self-critique my own and classmates' work in class.
- 2) I can articulate the impact of the audience upon theatrical productions in an advanced manner.

NATIONAL STANDARD 8: Students understand context by analyzing the role of theatre, film, television, and electronic media in the past and the present.

Benchmark 1: Students compare how similar themes are treated in drama from various cultural and historical periods (including Montana American Indian cultural and historical periods), illustrate with informal performances, and discuss how theatre can reveal universal concepts.

Learning Targets (Type K, R, S):

- 1) I can demonstrate a sophisticated understanding of theatre's universal representational concepts.

Benchmark 2: Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods (including Montana American Indian cultures and historical periods) of American theatre and musical theatre.

Learning Targets (Type K, R, S):

- 1) I can demonstrate a sophisticated understanding of the dramatic traditions endemic to particular cultures.

Benchmark 3: Students identify cultural and historical sources (including Montana American Indian cultural and historical sources) of theatre and musical theatre.

Learning Targets (Type K, R, S):

- 1) I can interpret the cultural and historical sources of theatre.
- 2) I can articulate how theatre is or can be a force for political or social change.

Benchmark 4: Students analyze the effect of their own cultural experiences on their dramatic work.

Learning Targets (Type K, R, S, P):

- 1) I can articulate and express my own cultural perspective on my dramatic work.

TECHNICAL THEATRE PRODUCTION

Grades 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Drama 1 and/or Consent of Instructor

Course Overview:

Technical Theatre Production students become acquainted with several selected areas of theatre emphasizing presentation and technical work. Students gain knowledge and appreciation of technical theatre. Providing technical design and fabrication for public and in-class performances are a central feature of this class. Students are expected to invest time out of class for work calls and class projects. Students are assessed on their production capabilities and production support both in terms of process and the final production.

Units of Study:

- Theatre terminology
- Theatre history
- Ensemble
- Performance
- Theatrical literacy
- Theatre etiquette and responsibility
- Aesthetics

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media techniques and processes.

Benchmark 1: Students select media techniques and processes, analyze what makes them effective or not effective, and reflect upon the effectiveness of their choices.

Learning Targets (Type K, R, S, P):

- 1) I can design technical production aspects for scenes and full productions.
- 2) I can communicate using technical theatre language.
- 3) I can collaborate to construct and produce theatre.
- 4) I can demonstrate the ensemble nature of theatre production.

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work.

Learning Targets (Type K, R, S, P):

- 1) I can create and develop various technical designs to compliment the production.

Benchmark 2: Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

Learning Targets (Type K, R, S, P):

- 1) I can create and develop various technical designs to compliment the production.
- 2) I can use organizational skills to create various designs in technical theatre.
- 3) I can demonstrate discipline and communication skills as a participant in theatre productions.
- 4) I can understand the role and responsibility of the production team.

Benchmark 3: Students select and use the qualities of structures and functions of art to improve communication of their ideas.

Learning Targets (Type K, R, S, P):

- 1) I can create and develop various technical designs to compliment the production.
- 2) I can choose appropriate materials to execute the design concept.

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their theatrical art forms.

Learning Targets (Type K, R, S, P):

- 1) I can demonstrate advanced elements of technical theatre through design and construction.
- 2) I can use technical theatre equipment in a safe and responsible manner.

Benchmark 2: Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in theatrical art forms.

Learning Targets (Type K, R, S, P):

- 1) I can demonstrate through technical application the ability to plan, produce, and build for productions.
- 2) I can demonstrate the ability to adapt designs to accommodate the specifications of performance space.
- 3) I can identify symbolic clues in dramatic material and research cultural and period references to aid in making artistic design choices.

NATIONAL STANDARD 4: Students understand the visual arts in relation to history and cultures.

Benchmark 1: Students know and compare the characteristics of theatre art forms in various eras and cultures.

Learning Targets (Type K, R, S, P):

- 1) I can research and apply the historical perspectives of technical theatre.

Benchmark 2: Students describe and place a variety of art objects in historical and cultural contexts.

Learning Targets (Type K, R, S, P):

- 1) I can research and apply the historical perspectives of technical theatre.
- 2) I can use cultural, social, and political aspects of history to influence design.

Benchmark 3: Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of theatre art.

Learning Targets (Type K, R, S, P):

- 1) I can demonstrate an understanding of how various factors influence design.

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics and merits of their work and the work of others.

Benchmark 1: Students compare multiple purposes for creating theatrical art.

Learning Targets (Type K, R, S, P):

- 1) I can collaborate in creating and executing technical elements for theatre production.

Benchmark 2: Students describe and compare a variety of individual responses to their own work and to works from various eras and cultures.

Learning Targets (Type K, R, S, P):

- 1) I can analyze and evaluate elements of dramatic literature as a basis for technical theatre decisions.
- 2) I can analyze and evaluate productions using selected and specific criteria.
- 3) I can develop an advanced set of criteria to justify personal points of view, remaining receptive to alternative aesthetic and artistic design choices.

NATIONAL STANDARD 6: Students make connections between theatre arts and other disciplines.

Benchmark 1: Students compare the characteristics of works in two or more forms that share similar subject matter, historical periods, or cultural context.

Learning Targets (Type K, R, S, P):

- 1) I can integrate various art forms in technical aspects of dramatic presentation.

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the theatre arts.

Learning Targets (Type K, R, S, P):

- 1) I can articulate principles in other subjects and how they can be applied to technical theatre.

MOVEMENT FOR THE THEATRE

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: None

Course Overview:

Movement for the Theatre students become acquainted with several selected areas of theatre emphasizing dance, stage choreography, and presentation for the theatre. Students gain knowledge and appreciation of choreography for the theatre including, but not limited to, mime, dance, non-contact stage combat, clowning, and juggling. Public and in-class performance are a central feature of this class. Students are expected to invest time out of class for performance projects. Students are assessed on preproduction tasks and through in-class and public performances

Units of Study:

- Movement terminology
- Physical theatre history
- Ensemble
- Performance
- Physical performance literacy
- Etiquette and responsibility
- Aesthetics

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or performance ("P").

NATIONAL STANDARD 1: Students identify and demonstrate a variety of types of movement.

Benchmark 1: Students demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination.

Learning Targets (Type K, R, S, P):

- 1) I can use my physicality to create meaning.

Benchmark 2: Students create and perform combinations and variations through a broad range of movement.

Learning Targets (Type K, R, S, P):

- 1) I can demonstrate the ability to remember extended movement sequences/dance phrases.

NATIONAL STANDARD 2: Students will understand choreographic principles, processes, and structures of movement.

Benchmark 1: Students will choreograph works.

Learning Targets (Type K, R, S, P):

- 1) I can create dance phrases with an understanding of choreographic principles, processes, and structures.
- 2) I can create small group and individual performance pieces with coherence and aesthetic unity.

NATIONAL STANDARD 3: Students will understand and use movement as a way to create and communicate meaning in various styles.

Benchmark 1: Students will demonstrate how movement choices communicate ideas and concepts.

Learning Targets (Type K, R, S, P):

- 1) I can create and tell a story or theme through movement.
- 2) I can demonstrate understanding of movement styles.

NATIONAL STANDARD 4: Students demonstrate analytical, critical and creative thinking skills with various forms of movement.

Benchmark 1: Students create movement and revise over time, articulating reasons for their artistic decisions.

Learning Targets (Type K, R, S, P):

- 1) I can articulate my choices for creative movement.

Benchmark 2: Students analyze issues of ethnicity, gender, social-economic class, age, and/or physical condition in relationship to movement.

Learning Targets (Type K, R, S, P):

- 1) I can understand and relate how physical conditions relate to movement.

NATIONAL STANDARD 5: Students demonstrate and understand movement in various cultures and historical periods.

Benchmark 1: Students perform and/or discuss the historical and cultural traditions and techniques of movement.

Learning Targets (Type K, R, S, P):

- 1) I can articulate several historical and cultural traditions in movement.

Benchmark 2: Students view media as research for various forms of movement in relation to styles, trends, cultures, and historical periods.

Learning Targets (Type K, R, S, P):

- 1) I can demonstrate various styles of movement in relationship to cultures and historical periods.

NATIONAL STANDARD 6: Students understand the connection between styles of movement and healthful living.

Benchmark 1: Students will develop their own individual warm-up using correct physical techniques.

Learning Targets (Type K, R, S, P):

- 1) I can articulate how lifestyle choices affect physical performance ability.
- 2) I can articulate the challenges facing performers in maintaining healthy lifestyles.

NATIONAL STANDARD 7: Students make connections between movement and other artistic disciplines.

Benchmark 1: Students demonstrate how technology and environment can be used to reinforce, enhance, or alter a movement production.

Learning Targets (Type K, R, S, P):

- 1) I can create an interdisciplinary movement based performance based on a concept.
- 2) I can articulate how technical aspects and environment can affect movement.

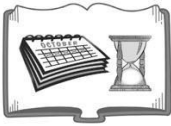
▶ APPENDICES ◀

APPENDIX I	MCPS Comprehension Strategies
APPENDIX II	Glossary
APPENDIX III	Adopted Theatre Arts Materials

APPENDIX I

Comprehension Strategies

Proficient readers use these strategies before, during and after reading:



Activate Background Knowledge

- What do you already know about this topic?
- What connections(schema) can you make to your life, the world or other things you have read?



Ask Questions

- What do you want to know about this topic?
- What questions come up as you read?



Infer

- What background knowledge and explicit information from the text are you using to make meaning?
- What questions come up as you read?



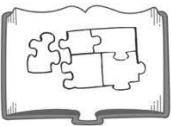
Determine Importance

- What words, sentences, ideas, and themes are especially important?
- What is the big picture, the main idea?



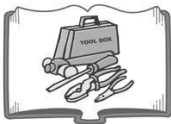
Make Mental Images

- What images come to mind as you read?



Synthesize

- What inferences and key concepts are you putting together to deepen your understanding?



Monitor Comprehension

- Where does your comprehension break down?
- What causes the difficulty?
- How can you fix it?

- ✓ Reread
- ✓ Read ahead
- ✓ Use Context Clues
- ✓ Restate
- ✓ Research
- ✓ Check Pictures & Graphics
- ✓ Use Decoding Strategies (Sound it out)



APPENDIX II

Glossary

Action. The core of a theatre piece; the sense of forward movement created by the sense of time and/or the physical and psychological motivations of characters.

Aesthetic criteria. Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

Aesthetic qualities. The emotional values and cognitive meanings derived from interpreting a work of art; the symbolic nature of art.

Artistic choices. Selections made by theatre artists about situation, action, direction, and design in order to convey meaning.

Classical. A dramatic form and production techniques considered of significance in earlier times, in any culture or historical period.

Classroom dramatizations. The act of creating character, dialogue, action, and environment for the purpose of exploration, experimentation, and study in a setting where there is no formal audience observation except for that of fellow students and teachers.

Constructed meaning. The personal understanding of dramatic/artistic intentions and actions and their social and personal significance, selected and organized from the aural, oral, and visual symbols of a dramatic production.

Drama. The art of composing, writing, acting, or producing plays; a literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, design for theatrical performance.

Dramatic media. Means of telling of stories by way of stage, film, television, radio, or computer discs.

Electronic media. Means of communication characterized by the use of technology, e.g., radio, computers, e.g., virtual reality.

Ensemble. The dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of theatrical production.

Environment. Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Formal production. The staging of a dramatic work for presentation for an audience.

Front of house. Box office and lobby.

Improvisation. The spontaneous use of movement and speech to create a character or object in a particular situation.

Informal production. The exploration of all aspects of a dramatic work (such as visual, oral, aural) in a setting where experimentation is emphasized. Similar to classroom dramatizations with classmates and teacher as the usual audience.

New art forms. The novel combination of traditional arts and materials with emerging technology (such as performance art, videodiscs, virtual reality).

Role. The characteristic and expected social behavior of an individual in a given position (e.g., mother, employer). Role portrayal is likely to be more predictable and one-dimensional than character portrayal.

Script. The written dialogue, description, and directions provided by the playwright.

Social pretend play. The action of two or more children engaged in unsupervised enactments; participants use the play to explore social knowledge and skills.

Tension. The atmosphere created by unresolved, disquieting, or inharmonious situations that human beings feel compelled to address.

Text. The basis of dramatic activity and performance; a written script or an agreed-upon structure and content for an improvisation.

Theatre. The imitation/representation of life, performed for other people; the performance of dramatic literature; drama; the milieu of actors and playwrights; the place that is the setting for dramatic performances.

Theatre literacy. The ability to create, perform, perceive, analyze, critique, and understand dramatic performances.

Traditional forms. Forms that use time-honored theatrical practices.

Unified production concept. A brief statement, metaphor, or expression of the essential meaning of a play that orders and patterns all the play's parts; a perceptual device used to evoke associated visual and aural presuppositions serving to make physical/real and unify the production values of a play.

APPENDIX III

Adopted Materials

High School

- History of the Theatre: Brockett, Oscar, G. & Hildy, Franklin J; Pearson Ed., Boston, MA: Foundation Edition, 2007; ISBN 0-205-47360-1.
- Stage Makeup – The Actor’s Complete Step-by-Step Guide to Today’s Technique and Materials: Thudium, Laura; Backstage Books, imprint from Watson/Guptill Pub. New York, 1999; ISBN 0-8230-8839-1.
- Theatre: Art in Action: Taylor, Robert, D. & Strickland, Robert, D; McGraw Hill/Glencoe Pub, New York, 2005; ISBN 0-078-61625-5.
- Stock Scenery Construction Handbook, 2nd Ed.: Raoul, William; Broadway Press, Louisville, KY; 1999. ISBN 0-9117747-38-9.
- Drama Teachers Survival Guide: Johnson, Margaret; Meriwether Publishing, Colorado Springs, CO; 2007; ISBN 13-978-1-56608-141-2

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